

Watkins-Nance Elementary

2525 Barhamville Rd.
Columbia, South Carolina 29204

Grades	PK-5 Elementary School	
Enrollment	499 Students	
Principal	Dr. Evelyn Cohens	803-733-4321
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Lane Quinn	803-231-7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	13	57	34

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	Yes
2005	Below Average	Below Average	No
2006	Below Average	Good	Yes

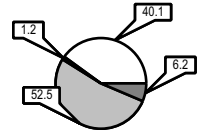
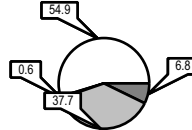
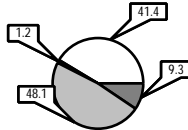
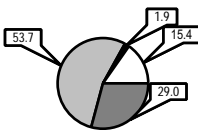
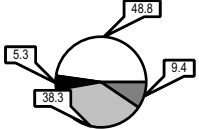
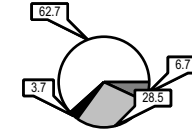
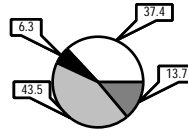
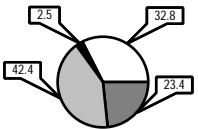
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	178	91.0	14.0	54.7	29.3	2.0	46.7	Yes	Yes
Gender									
Male	90	87.8	18.9	55.4	24.3	1.4	41.9	N/A	N/A
Female	88	94.3	9.2	53.9	34.2	2.6	51.3	N/A	N/A
Racial/Ethnic Group									
White	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	176	90.9	14.1	55.0	28.9	2.0	46.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	148	98.6	12.4	55.5	29.9	2.2	47.4	N/A	N/A
Disabled	30	53.3	30.8	46.2	23.1	0.0	38.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	178	91.0	14.0	54.7	29.3	2.0	46.7	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	178	91.0	14.0	54.7	29.3	2.0	46.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	170	91.8	13.9	55.6	29.2	1.4	46.5	Yes	Yes
Full-pay meals	8	75.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	178	91.0	38.0	51.3	9.3	1.3	25.3	Yes	Yes
Gender									
Male	90	90.0	35.5	53.9	10.5	0.0	26.3	N/A	N/A
Female	88	92.0	40.5	48.6	8.1	2.7	24.3	N/A	N/A
Racial/Ethnic Group									
White	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	176	90.9	38.3	51.0	9.4	1.3	25.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	148	98.6	37.2	52.6	8.8	1.5	25.5	N/A	N/A
Disabled	30	53.3	46.2	38.5	15.4	0.0	23.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	178	91.0	38.0	51.3	9.3	1.3	25.3	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	178	91.0	38.0	51.3	9.3	1.3	25.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	170	91.8	38.2	50.7	9.7	1.4	25.7	Yes	Yes
Full-pay meals	8	75.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	178	98.3	54.1	38.4	6.9	0.6	7.5
Gender							
Male	90	97.8	55.6	37.0	7.4	0.0	7.4
Female	88	98.9	52.6	39.7	6.4	1.3	7.7
Racial/Ethnic Group							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	176	98.3	54.4	38.0	7.0	0.6	7.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	148	99.3	51.1	40.9	7.3	0.7	8.0
Disabled	30	93.3	72.7	22.7	4.5	0.0	4.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	178	98.3	54.1	38.4	6.9	0.6	7.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	178	98.3	54.1	38.4	6.9	0.6	7.5
Socio-Economic Status							
Subsidized meals	170	98.2	54.2	37.9	7.2	0.7	7.8
Full-pay meals	8	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	178	98.3	39.0	53.5	6.3	1.3	7.5
Gender							
Male	90	97.8	40.7	51.9	6.2	1.2	7.4
Female	88	98.9	37.2	55.1	6.4	1.3	7.7
Racial/Ethnic Group							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	176	98.3	39.2	53.2	6.3	1.3	7.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	148	99.3	35.0	56.9	6.6	1.5	8.0
Disabled	30	93.3	63.6	31.8	4.5	0.0	4.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	178	98.3	39.0	53.5	6.3	1.3	7.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	178	98.3	39.0	53.5	6.3	1.3	7.5
Socio-Economic Status							
Subsidized meals	170	98.2	39.9	52.9	5.9	1.3	7.2
Full-pay meals	8	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	62	100.0	18.9	43.4	35.8	1.9	37.7
	4	65	98.5	42.3	40.4	17.3	0.0	17.3
	5	67	100.0	56.6	34.0	9.4	0.0	9.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	70	94.3	4.7	46.9	43.8	4.7	48.4
	4	62	93.5	18.9	54.7	26.4	0.0	26.4
	5	46	82.6	24.2	69.7	6.1	0.0	6.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	62	100.0	34.0	60.4	5.7	0.0	5.7
	4	65	98.5	50.0	46.2	3.8	0.0	3.8
	5	67	100.0	52.8	39.6	7.5	0.0	7.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	70	95.7	40.0	55.4	4.6	0.0	4.6
	4	62	93.5	39.6	39.6	17.0	3.8	20.8
	5	46	80.4	31.3	62.5	6.3	0.0	6.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	62	100.0	60.4	34.0	5.7	0.0	5.7
	4	65	98.5	76.9	17.3	5.8	0.0	5.8
	5	67	100.0	62.3	34.0	3.8	0.0	3.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	70	98.6	56.7	40.3	3.0	0.0	3.0
	4	62	100.0	55.4	33.9	10.7	0.0	10.7
	5	46	95.7	47.2	41.7	8.3	2.8	11.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	62	98.4	37.7	43.4	15.1	3.8	18.9
	4	65	98.5	44.2	44.2	9.6	1.9	11.5
	5	67	100.0	73.6	22.6	1.9	1.9	3.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	70	98.6	40.3	53.7	6.0	0.0	6.0
	4	62	100.0	39.3	51.8	7.1	1.8	8.9
	5	46	95.7	36.1	55.6	5.6	2.8	8.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 499)				
First graders who attended full-day kindergarten	100.0%	Up from 96.3%	100.0%	100.0%
Retention rate	11.5%	Up from 7.1%	4.0%	2.8%
Attendance rate	97.3%	Up from 95.7%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.7%	Down from 11.4%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	5.7%	Down from 12.4%	0.0%	0.0%
Eligible for gifted and talented	3.6%	Up from 1.9%	3.4%	10.4%
On academic plans	40.9%	N/AV	48.9%	33.6%
On academic probation	42.6%	N/AV	2.6%	1.0%
With disabilities other than speech	4.3%	Down from 10.0%	7.5%	7.5%
Older than usual for grade	3.9%	Up from 2.3%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Down from 0.7%	0.0%	0.0%
Teachers (n= 36)				
Teachers with advanced degrees	61.1%	Up from 47.2%	51.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	10.1%	N/A	4.8%	2.4%
Teachers with emergency or provisional certificates	13.3%	Down from 13.8%	3.0%	0.0%
Teachers returning from previous year	73.2%	Up from 72.3%	82.6%	87.3%
Teacher attendance rate	93.0%	Down from 95.2%	94.6%	94.9%
Average teacher salary	\$41,280	Up 4.8%	\$41,416	\$42,485
Prof. development days/teacher	13.3 days	Up from 13.2 days	15.2 days	13.3 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 19.9 to 1	16.4 to 1	18.6 to 1
Prime instructional time	87.9%	Down from 88.7%	88.2%	89.7%
Dollars spent per pupil*	\$6,626	Up 6.2%	\$7,927	\$6,557
Percent of expenditures for teacher salaries*	69.7%	Down from 72.8%	59.5%	64.0%
Percent of expenditures for instruction*	79.4%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.7%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Watkins-Nance Elementary has finished its fifth year in a new facility. Our school has continued to focus on programs to ensure student success. We are proud of the programs we provided to help students with academic performance. These included our Saturday Academy, Early Bird, and Afterschool Remediation programs. Our staff development programs continued to focus on improving student performance on the Palmetto Achievement Challenge Test (PACT), student motivation, character education, and teachers' accurate assessment of student performance; providing appropriate instruction based on state standards and benchmark results; and designing weekly tests to measure specific skills required to do well on state tests.

Emphasis was placed on student communication skills. These skills were reinforced through the Soar to Success reading program and the implementation of Compass Learning and SuccessMaker computer software for language arts and math skills.

Watkins-Nance has continued to prepare students to meet new challenges. Effective grade level planning for instruction as well as quarterly mock testing and district assessment testing were conducted to strengthen students' test-taking skills. Retired teachers were used to provide small group instruction to struggling readers. Foster grandparents worked to provide academic assistance for first graders. Lunch Buddies and mentors from St. John Baptist Church, BellSouth, and Omega Psi Phi Fraternity helped motivate students to achieve behavioral and academic success.

Students were recognized for academic achievement at quarterly award ceremonies. Our Honor Student Program, Clean Sweep Program, Career Fair, EdVenture's House of Cards competition, and the Science Engineering Mathematics Aerospace Academy were activities that focused upon students' academic performance and character.

Watkins-Nance employed many parent/community outreach programs. These included the Parent Books and Breakfast Club, Parent-Teacher Conference Incentives, food drive for Hurricane Katrina victims, the Pennies for Friends and Families drive, Adopt-A-Family, donations to soldiers in Iraq, and visits to area senior citizen homes.

In spite of our successes, we have some barriers that inhibit progress. These include having about 50 percent of our students enter school without preschool experience, limited parent participation, and limited reinforcement of academic skills at home. However, we are making strides in these areas and are proud of our progress. Since our opening in 2001, our 2001-02 Teacher of the Year won a \$25,000 Milliken Award, one of our volunteers was named district volunteer of the year, our school newsletter won a 2002-03 Golden Pencil Award, and our Foster Grandparents were given an award as the elementary volunteers with the most hours of service in our school district for the 2003-04 year. One of our Foster Grandparents was also named district and state senior citizen volunteer of the year in 2004-2005.

Dr. Evelyn Cohens, Principal
Chimere Vann, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	40	17
Percent satisfied with learning environment	81.8%	97.5%	76.5%
Percent satisfied with social and physical environment	84.8%	92.5%	94.1%
Percent satisfied with school-home relations	50.0%	92.5%	76.5%

*Only students at the highest elementary school grade level at this school and their parents were included.